

Grade 4: New Hampshire Government

Stage 1 Desired Results		
ESTABLISHED GOALS <u>Competencies:</u> - Students will demonstrate the ability to identify the roles of individuals and institutions in order to explain the social and political systems of New Hampshire. - Students will demonstrate the ability to define a problem and develop a solution as a means for taking informed action. <u>Content Standards:</u> - Civ.1.3-5. Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places. - Civ.4.3-5. Explain how groups of people make rules to create responsibilities and protect freedoms. - Civ.5.3-5. Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions. - Civ.6.3-5. Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families. - Civ.7.3-5. Apply civic virtues and democratic principles in school settings. - Civ.8.3-5. Identify core civic virtues and democratic principles that guide government, society, and communities.	Transfer	
	Students will be able to independently use their learning to act as responsible citizens, making informed decisions.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - people demonstrate civic engagement when they address public problems individually and collaboratively and when they maintain, strengthen, and improve communities and societies. - in order to act responsibly and effectively, citizens must understand the important institutions of their society and the principles that these institutions are intended to reflect. - principles such as equality, freedom, liberty, respect for individual rights, and deliberation apply to both official institutions and informal interactions among citizens.	ESSENTIAL QUESTIONS What does it mean to be a good citizen?
Acquisition		

• Civ.9.3-5. Use deliberative processes when making decisions or reaching judgments as a group. • Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues. • Civ.11.3-5. Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society. • Civ.12.3-5. Explain how rules and laws change society and how people change rules and laws. • Civ.13.3-5. Explain how policies are developed to address public problems. • Civ.14.3-5. Illustrate historical and contemporary means of changing society. • Eco.12.3-5. Explain the ways in which the government pays for the goods and services it provides • D4.6.3-5. Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places. • D4.7.3-5. Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions. • D4.8.3-5. Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.	<i>Students will know...</i> • that the purpose of government is to protect the rights of citizens and to promote the common good; and that NH government establishes rights, freedoms, and responsibilities for its citizens. • that virtues and principles guide the government (ie: honesty, mutual respect, cooperation, consent of the governed, limited government, equality, freedom, respect for individual rights, etc.) • that citizens are expected to participate in and effect change over time in government. • that one's beliefs, experiences, perspectives and values influence a person's point of view regarding civic issues. • the functions and responsibilities of the three branches of NH government (including that checks and balances parallel the federal system). • the process for electing or appointing NH government officials. • the process for a bill to become a law in New Hampshire (and that state laws are made to address public problems). • that groups must deliberate to reach consensus. • the (milestone) changes in NH government. • how the government pays for the goods and services it provides (budget, taxes, etc.) <u>vocabulary:</u> beliefs, branches of government, capital citizens, constitution, democracy, democrat, equal rights, executive branch, freedom, governor, government, House of Representatives, judicial branch, law, legislative branch, Representative, senate, Senator, society, Supreme Court, values, veto	<i>Students will be skilled at...</i> • distinguishing powers and responsibilities. • explaining the origins, functions, and structure of governments. • applying civic virtues and democratic principles. • using deliberative processes. • illustrating change over time. • identifying point of view. • comparing decision making procedures. • taking informed action.
Content Area Literacy Standards	21st Century Skills	
<i>not applicable</i>	• <i>reason effectively</i> • <i>use systems thinking</i> • <i>make judgments and decisions</i> • <i>solve problems</i> • <i>think creatively</i>	

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	